DOCUMENT RESUME

ED 304 710 CS 211 762

TITLE Samples of Students' Writing from the English 30 Diploma Examination, June 1988 Edition.
INSTITUTION Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE Nov 88
NOTE 62p.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Tests; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Reading Skills; Reading Tests; Scoring; Student Evaluation; *Student Writing Models; Test Items; *Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS *Alberta; *English Examinations

ABSTRACT

This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 English 30 Diploma Examination. Both major and minor writing assignments for seven students are provided, with examples of the full range of student writing. Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. An appendix provides the essay scoring guide. (MM)

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SAMPLES OF STUDENTS' WRITING

from the English 30 Diploma Examination

JUNE 1988

Alberta
EDUCATION
Student Evaluation and Records

November 1988

CS211762

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INTRODUCTION

Purpose

The purpose of this booklet is to provide samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 English 30 Diploma Examination. Examples of the full range of student writing are included. The accompanying commentaries highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. The information in this booklet should be of interest to classroom teachers, administrators, students, and parents.

Contents

The English 30 Diploma Examination consists of two parts: Part A: Written Response, and Part B: Reading (multiple choice), each worth 50% of the total examination mark. This booklet deals with Part A of the examination which was designed with one major writing assignment preceded by one related minor assignment. The minor assignment was designed to allow for preliminary exploration of the unifying theme of both assignments. Papers are therefore discussed as complete units. The June 1988 assignments follow on pages 6 and 7.

Each sample of student writing in this booklet has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Because of space limitations, the students' planning, drafting, or rough work has not been included.

Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. The complete scoring guide is in the Appendix, page 55.

Selection of Papers

The essays selected for this booklet were used as sample papers for training markers during the July 1988 marking session. As such, these papers generally illustrate the quality of student work at each of the five levels of accomplishment described in the scoring guide. In English 30, the range of quality of student writing is scored as follows: EXCEPTIONAL-5, PROFICIENT-4, SATISFACTORY-3, LIMITED-2, POOR 1. Each essay is assessed on this five-point scale for specific qualities within each of the following scoring categories: Total Impression, Thought and Detail, Organization, Matters of Choice, Matters of Convention.

Although the papers in this booklet were selected because each generally illustrates an overall score, variations within that overall score did exist in some scoring categories.

Establishing Standards

A group of teachers initially determined the range of student performance on the June 1988 Diploma Examination by reading a large random sample of papers from across the province to determine the upper and lower limits of the writing. These teachers, or rangefinders, then selected papers representative of the range and illustrative of the various scoring descriptors to be used for training group leaders and markers.

The second step in establishing standards was a day long session held with a group of teachers specially selected to serve as leaders of small groups of markers. This group reviewed the representative papers from rangefinding and endorsed them as appropriate illustrations of the various scores possible, thus setting standards for the marking.

Marking Process

Teachers were selected for marking on the recommendations of their superintendents. All of the teachers were currently teaching the course, and had done so for at least two years. They spent the first hours of the marking period in an intensive training session that included a review of the scoring descriptors as they related to the representative papers previously selected by the rangefinders and group leaders. It is these papers that are discussed in the pages that follow.

Neither the student's name nor the school's name appeared on the examination papers. Markers were advised not to mark a paper if they suspected that they recognized its source. They were instructed to disregard the quality of the handwriting in evaluating the papers, and to return a paper unmarked if they thought the handwriting could influence their judgment. No marks were placed on the examination booklets during the marking process. Scores were recorded on separate score sheets. All papers received three independent readings. Provision was made for a fourth reading if the scores awarded by the previous three markers varied to the extent that the student's final grade would be significantly affected.

Cautions

The following cautions should be kept in mind when reading this booklet or when using the contents for instructional planning.

1. These papers are samples of student writing that reflect an interpretation of the standards that teachers established specifically for the June 1988 marking session. The interpretation of the standards and the judgments made by markers at that time may vary with other writing assignments and with writing completed under different circumstances. These samples of writing should not be used as *models* for instructional purposes. Rather they are intended to demonstrate how the scoring criteria were applied to samples of student writing from the June 1988 examinations. However, in the stronger papers there are general features that indicate what students should strive to achieve.

2. It should also be noted that students are free to select and organize their materials in any manner that they feel will best present their ideas. The student essays in this booklet illustrate just a few of the MANY approaches to the Written Response in June 1988.

3. Readers should consider each student's accomplishments in light of the constraints of the examination. Under examination conditions, students are able to prepare writing that we must consider as first draft only.

ACKNOWLEDGEMENTS

This document would not have been possible without the student writers who kindly granted us permission to publish their work. As well, the valuable contributions of the English teachers and Student Evaluation and Records Branch staff are much appreciated.

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ENGLISH 30

Diploma Examination

PART A

JUNE, 1988 ASSIGNMENTS

Instructions

Read the excerpt from *Teaching a Stone to Talk* carefully and thoughtfully before you start the writing assignments.

Read BOTH assignments before you start writing.

from TEACHING A STONE TO TALK

Once, many years ago, there was a child of nine who loved Walter Milligan. One Saturday morning she was walking in the neighborhood of her school. She walked and thought, "The plain fact is — as I have heard so many times — that in several years' time I will not love Walter Milligan. I will probably marry someone else. I will be untrue; I will forget Walter Milligan."

Deeply, unforgettably, she thought that if what they said about Walter Milligan was true, then the rest went with it: that she would one day like her sister, and that she would be glad she had taken piano lessons. She was standing at the curb, waiting for the light to change. It was all she could do to remember not to get run over, so she would live to betray herself. For a series of connected notions presented themselves: if all these passions of mine be overturned, then what will become of me? Then what am I now?

She seemed real enough to herself, willful and conscious, but she had to consider the possibility — the likelihood, even — that she was a short-lived phenomenon, a fierce, vanishing thing like a hard shower, or a transitional form like a tadpole or winter bud — not the thing in itself but a running start on the thing — and that she was being borne helplessly and against all her wishes to the certain loss of self and all she held dear. Herself and all that she held dear — this particular combination of love for Walter Milligan, hatred of sister and piano lessons, etc. — would vanish, destroyed against her wishes by her own hand.

When she changed, where will that other person have gone? Could anyone keep her alive, this person here on the street, and her passions? Will the unthinkable adult that she would become remember her? Will she think she is stupid? Will she laugh at her?

She was a willful one, and she made a vow. The light changed; she crossed the street and set off up the sloping sidewalk by the school. I must be loyal, for no one else is. If this is the system, then I will buck it. I will until I die ride my bike and walk along these very streets, where I belong. I will until I die love Walter Milligan and hate my sister and read and walk in the woods. And I will never, not I, sit and drink and smoke and do nothing but talk.

Foremost in her vow was this, that she would remember the vow itself. She woke to her surroundings; it was cold. Even walking so fiercely uphill, she was cold, and illuminated by a powerful energy. To her left was the stone elementary school, deserted on Saturday. Across the street was a dark row of houses, stone and brick, with their pillared porches. The porch floors were painted red or gray or green. This was not her own neighborhood, but it was her turf. She pushed uphill to the next corner. She committed to memory the look of that block, that neighborhood: the familiar cracked sidewalk, how pale it was, how sand collected in its cracks; the sycamores; the muffled sky.

Annie Dillard

MINOR ASSIGNMENT

Personal Response (Suggested time: 30-40 minutes)

The girl in the excerpt from *Teaching a Stone to Talk* resolves to be true and steadfast in her beliefs and affections as a means of confirming her identify.

From your experience or observation, how does commitment to a decision or a role affect the way in which an individual thinks and acts?

MAJOR ASSIGNMENT

Literature Composition (Suggested time: 100-110 minutes)

The struggle to maintain identity through commitment to personal beliefs, causes, or goals is a common theme in literature. The excerpt from *Teaching a Stone to Talk* offers one example of this theme.

FROM OTHER LITERATURE YOU HAVE STUDIED IN YOUR SENIOR HIGH SCHOOL ENGLISH COURSES, CHOOSE ONE OR TWO SELECTIONS IN WHICH THE AUTHOR EXAMINES THE STRUGGLE TO MAINTAIN IDENTITY THROUGH COMMITMENT TO A BELIEF, CAUSE, OR GOAL. WHAT MEANS HAS THE AUTHOR USED TO REINFORCE THIS THEME? CONSIDER HOW ELEMENTS SUCH AS CHARACTER, SETTING, CONFLICT, CONTRAST, SYMBOLISM, ETC., REINFORCE THE DEVELOPMENT OF THIS THEME. SUPPORT YOUR IDEAS WITH SPECIFIC EXAMPLES FROM THE LITERATURE YOU HAVE CHOSEN.

Before planning your composition, read the guidelines below. They are designed to help you select and organize your ideas.

Guidelines for Writing

- **CHOOSE YOUR SELECTION(S) CAREFULLY FROM THOSE YOU HAVE STUDIED IN YOUR SENIOR HIGH SCHOOL ENGLISH CLASSES.** You may choose from short stories, novels, poetry, plays, other literature, or films.
- **FOCUS YOUR COMPOSITION ON THE TOPIC.** Although the above topic is stated broadly, you should attempt to focus your discussion on the selection(s) you have chosen.
- **PLAN YOUR COMPOSITION CAREFULLY.** Decide on an appropriate method of introducing, developing, and concluding your composition. Plan to support and develop your ideas with appropriate and specific detail.
- **REVISE AND PROOFREAD YOUR COMPOSITION CAREFULLY.**

STUDENT SAMPLE A GENERAL COMMENT

In their writing, most students perfunctorily acknowledge the connection between the minor and major assignments. However, this student demonstrates a perceptive understanding of the connection between the two assignments, and approaches the major as an extension of the minor assignment which is used as a springboard to more profound thought. The student creates a significant title for both assignments. The writer's voice throughout is confident and controlled, and the writing demonstrates a clarity and sophistication that is rarely apparent in student work. This writing is representative of 5 EXCELLENT in all reporting categories.

MINOR ASSIGNMENT

THE IMPOSSIBLE DREAM

Internally, it is everyone's goal to be an individual. This, of course, is not always possible. The great many of us can do no better than conform, relegating ourselves to stale lives of boredom and triviality. To prevent ourselves from assimilating into the millions of J. Alfred ~~Prufrocks~~ inhabiting our planet, we first attempt to change ourselves physically. Some people dye their hair pueple, and in doing so leave one groups to join another group, calling themselves "punks". It is a rebellious name enveloping rebellious attitudes, but internally, a punk is just like

Thought and Detail

This student approaches the idea of commitment in an insightful, perceptive, and confident manner. Not only are we provided with an interesting thesis, "it is everyone's goal to be an individual," but we are also given an understanding of the paradoxical futility of our effort and of our commitment. "Individuality is therefore non existent. Any commitment to change is ultimately superficial. We will always be drawn back to conventionality." The conclusion challenges the reader with the idea that "the normalcy of our lives" might make us unhappy. The use of detail is precise and specific. As readers, we have a clear picture of how committing ourselves to the individuality of the "punk" is nothing more than exchanging one form of conformity for another. "Some people dye their hair purple, and in doing so leave one group to join another group, calling themselves 'punks.' It is a rebellious name enveloping rebellious attitudes, but internally, a punk is just

Continued

another punk, and they are just like everyone else. They feel the same social pressures, eat the same food, and have parents who want them to go to medical school, just like any other parents.

In this way, we can set as many unusual goals and give the appearance of individuality, but everyone in some way still must be a conformist. A true non-conformist will be friendless and lonely and isolated and depressed, but he or she will find other people who feel the same way.

Individuality is therefore non-existent. Any commitment to change is ultimately superficial. We will always be drawn back to conventionality. We can only hope the normalcy of our lives will not make us unhappy.

like another punk, and they are just like everyone else. They feel the same social pressures, eat the same food, and have parents who want them to go to medical school, just like any other parents."

Writing Skills

The student's writing skills complement the logic, control, and clarity of the thought. The unifying idea is that we cannot escape from our human or physical limitations, nor can we escape our social or familial pressures. The student uses a variety of sentence structures and lengths. In the introduction, notice the effective use of two short sentences followed by two longer, more complexly written sentences. "Internally, it is everyone's goal to be an individual. ...we first attempt to change ourselves physically." The use of verbals is impressive. "The great many of us can do no better than conform, relegating ourselves to stale lives of boredom and triviality. To prevent ourselves from assimilating into the millions of J. Alfred Prufrocks inhabiting our planet, we first attempt to change ourselves physically." The use of the rhetorical devices is emphatic and impressive. "It is a rebellious name enveloping rebellious attitudes, but internally, a punk is just like another

Continued

punk..." Notice how successfully the student deflates the idea of rebelliousness by juxta posing it with the idea of the sameness and conformity of their "punk" ideas. Obviously, the repetition of the word "rebellious" is not accidental. This student is so confident in the use of parallel structure and of climax that the structures are subtly manipulated for humor. "They feel the same social pressures, eat the same food, and have parents who want them to go to medical school, just like any other parents." The allusion to "The Love Song of J. Alfred Prufrock" is thoughtfully chosen. The vocabulary is purposeful: relegating, assimilating, enveloping, supervision, and conven tionality. The writing is fluent and well controlled. Under examination circumstances, the relative absence of error in a response demonstrating complex thought is rare.

MAJOR ASSIGNMENT

THE PLUMED ADVENTURER

In today's society, life is a struggle to establish an individual identity. Often this goal conflicts with the immense pressure to lead a conventional life: a safe, well-planned existence offering security, and boredom. To prevent our lives from becoming stale, we set unconventional, very individual goals which assist in the achievement and maintenance of a cherished identity. In the short story "Boys and Girls", the girl struggles to maintain her decidedly male identity against the pressures of outside forces, and against her own girlhood. Author Alice Munro, through the illustration of the girl as a dynamic character, shows how an unusual identity can be overrun, not only by pressure from society, but also by a conventional consciousness within us all.

Total Impression

The discussion in the introduction on the major assignment relates both to the thesis in the minor assignment and to the theme in "Boys and Girls". This is a coherent and unified discussion that presents perceptive ideas, well supported by specific details and direct quotations drawn from "Boys and Girls". The thesis "In the short story 'Boys and Girls', the girl struggles to maintain her decidedly male identity against the pressures of outside forces, and against her own girlhood. Author Alice Munro, through the illustration of the girl as a dynamic character, shows how an unusual identity can be overrun, not only by pressure from society, but also by conventional consciousness within us all." remains the controlling focus throughout the essay. The student discusses this thesis thoroughly in a flowing, easy-to-follow discussion. Part of the success of the discussion results from the student's competent use of transitions within paragraphs and from one paragraph to the next. Note the following transitions: "Initially, the girl is under..." "Eventually, changes in the girl's..." "...as her girlhood becomes internalized. The internalization becomes permanent..." Because of the fine writing skills demonstrated, this essay is a pleasure to read.

Continued

Initially, the girl is under very little pressure to conform, and is therefore allowed to pursue her beloved identity. She expresses great love for the outdoors, where she envisions "plumed adventurers" heroically exploring "treacherous northern rivers" in their quest to discover the unknown. It is outdoors, "in her father's service", where she feels most comfortable, proudly performing duties normally given to a son. She admires the foxes, who project "pure hostility" in their caged restriction. The hired man Henry is also greatly admired for his unusual ability to "make his stomach growl at will" and shoot "great clots of phlegm" hissing into the fire. The girl looks to her

Thought and Detail

This writer's thesis relates specifically to the topic without restating it. The thesis is the student's own. Through the use of specific details and quotations from "Boys and Girls", the student shows how the girl's chosen identity is "overrun, not only by pressure from society, but also by a conventional consciousness within us all." Notice specifically the following examples. "When she expresses a desire to witness the shooting, her father instructs her to 'play around the house', where she can safely be kept away from the awful act." "She jumps 'gratefully down into the hay,' and ventures off to 'see if any barn cats had kittens.'" "From now on, it is evident that no matter how much she continues to 'slam the doors and sit as awkwardly as possible,' these acts are futile and will not maintain the outdoor identity she longs for." The thought in this essay is insightful, sophisticated, and at times profound. The student presents a very mature idea: that the girl's disobedience to her father is a denial of his world and the identity she has chosen, leaving her vulnerable to the insistence of her femininity. The quality of thought in this essay is impressive.

Continued

"tirelessly inventive" father as a role model, for he encapsulates the ideal of manliness she adores. She despises the "warm, safe, brightly lit" world indoors, of which her drearily conventional mother is the sole inhabitant. Her mother has relegated herself to a stereotypical housewife, unwilling to take risks and establish her own identity. The girl strives to avoid a similar fate.

Eventually, changes in the girl's character become evident; first at the shooting of Mack, a decrepit old work horse. When she expresses a desire to witness the shooting, her father instructs her to "play around the house," where she can safely be kept away from the awful act, an act girls should not see. She disobeys him, partly out of a desire to watch the shooting, but mostly in an effort to prove to herself

Organization

This essay is an extremely well focused and ordered discussion. The introduction is thought provoking and impressive. The student makes some generalized comments about the commitment to and the maintenance of identity, and then directs us specifically to the thesis statement that states directly what the reader will be shown. In the detailed first paragraph we are shown how this "decidedly male identity" is eroded by "the pressures of outside forces" and by "her own girlhood." The conclusion is a reflection of the introduction as well as an evaluation of what is said in the body of the essay. The writing displays excellent coherence and fluency with a specific thesis developed throughout the essay.

Matters of Choice

The writer's tone convinces us of a personal commitment to the thesis, and throughout the essay, the tone remains consistent and forceful. The writing is fluent, sophisticated, and mature. Here is a skilled writer who chooses words and structures for effect and emphasis in almost every sentence. Notice how the writer manipulates the reader's response in the following two sentences. "The girl looks to her 'tirelessly inventive' father as a role model, for he encapsulates

Continued

that she can still do the adventurous thing. After Mack falls, her younger brother Laird is typically fascinated by the death, while the girl finds herself surprisingly repulsed. She jumps "gratefully down into the hay", and ventures off to "see if any barn cat's had kittens". This represents an essential change in the girl's character: she is veering away from death and closer towards the more life-giving aspects of nature in a typically female manner. Unconsciously, she is losing her identity as her girlhood becomes internalized.

The internalization becomes permanent with the action of freeing Flora, a proud driver mare. It is her second act of disobedience to her father, and that itself represents a departure from his outdoor world. More profoundly, it represents a takeover by her true

the ideal of manliness she adores. She despises the 'warm, safe, brightly lit' world indoors, of which her drearily conventional mother is the sole inhabitant." By juxtaposing the sentences, the writer emphasizes the contrast between the desired world of the father and the despised world of the mother. The writer does this not only by means of the image created, but by carefully chosen diction: tirelessly inventive, encapsulates, ideal, manliness, despises, adores, warm, safe, brightly lit, drearily conventional, sole inhabitant. The student's use of balance is impressive. "Author Alice Munro, through the illustration of the girl as a dynamic character, shows how an unusual identity can be overrun, not only by pressure from society, but also by a conventional consciousness within us all." Throughout the essay, choices of diction, sentence constructions and quotations have been made deliberately for a particular purpose. The title of the essay, The Plumed Adventurer, is particularly apt and alludes to a quotation used in the essay. "She expresses great love for the outdoors, where she envisions 'plumed adventurers' heroically exploring 'treacherous northern rivers' in their quest to discover the unknown." The precision and fluency of this writing make it a pleasure to read.

Matters of Convention

This writing shows mastery of spelling, punctuation, and grammar.

female identity, the only force powerful enough to defeat her strong will.

The girl cannot explain why she opened the gate, as her new female consciousness tells her that "it was the only thing she could do." From now on, it is evident that no matter how much she continues to "slam the doors and sit as awkwardly as possible," these acts are futile and will not maintain the outdoor identity she longs for. The girl will always be a girl, fussing over her hair and her dress and her fancy room.

Munro's message is very clear and very profound in meaning. She has shown us, through the girl's character, how the highly admirable pursuit of individuality can be altered by one's own conscience. We are shown how overpowering the consciousness of one's

true identity can be. Above all, Munro illustrates that great courage and a will of iron are the necessities in attaining individuality.

STUDENT SAMPLE B - GENERAL COMMENT

This writing is purposeful and clear but inconsistent at times. Supporting details are plentiful and generally appropriate. The planning and drafting section indicates that this student is significantly aware of the value of brainstorming and outlining techniques. The student also takes time in the planning section to rework sentences. The tone, unfortunately, is inconsistent, and occasionally the student fails to develop a point successfully. The last developing paragraph and the conclusion are hastily done and suggest that the student might have allotted time more efficiently. This writing is typical of proficient work within the English 30 Diploma Examination situation. It is representative of 4 PROFICIENT in most reporting categories.

MINOR ASSIGNMENT

Seven years ago in grade 5 I tried out for the lead male part in the play Mary Poppins. After practicing the chosen lines for a week the tryouts began and I got the part. I felt a great deal of pride from my position in the play and therefore practiced my lines extensively.

Even at rehersals I had fun just being on the stage spouting of my memorized lines in front of the few teachers in charge. The spotlight was on me and I loved every minute of it.

Finally after two and a half weeks the play was ready to open. Then something happened to me that I did not expect. I became terrified at thought of acting in front of a crowd. I approached the director to resigned my part. He agreed to find another student to do my part but told me to think it over and to see him the next day.

That night I remember how I loved to act at rehersals and thought I would have to face my fears and be on the stage when the play began.

Thought and Detail

The student's understanding of the experience described in the selection is thoughtful. The student recognizes the interplay between self and the world and the implications of this interplay for the future. The writing moves from the personal and specific to the analytic and speculative. Starting with specific incidents - auditioning for a part in a play, winning this part, and then practising it - the student moves to an analysis of stage fright and the ultimate decision: "That night I remember how I loved to act at rehersals and thought I would have to face my fears and be on the stage when the play began." The speculation, however, tends not to be insightful because it is vague. "For if I did not do this I would have missed out on many thing in the past and probably in the future as well." Support is concrete in time and place. "Seven years ago in grade 5 I tried out for the lead male part in the play Mary Poppins." The events are all directly related to developing the assignment.

Continued

The play was a success. Once on stage my worries were behind me. I ~~were~~ acted out my part masterfully and once again enjoyed every minute of it.

Today I look back at my decision to act in the play and realize that that one decision has affected my life. Instead of hiding from my fears, I face them head on. For if I did not do this I would have missed out on many things in the past and probably in the future as well.

The commitment to the decision to go on with the show, despite fear, has significantly affected the student's life. Note the implicit parallel to the selection from Teaching a Stone to Talk in which the narrator is apprehensive of the difficulties she may face in maintaining her commitment. However, the writing displays little imagination. "I acted out my part masterfully and once again enjoyed every minute of it." But the student does go beyond the bare requirements of the task by personalizing the experience and by attempting to engage the reader through a conversational tone.

Writing Skills

The diction in this student's writing is appropriate to a child's experience, but words have not been chosen to manipulate the reader's response in any way. What could a student with better writing skills and a sense of narration and description have done with the following idea? "Even at rehersals I had fun just being on the stage spouting of my memorized lines in front of the few teachers in charge." The writing is specific in its description of personal experience, although not particularly effective. The student does manipulate some sentences for effect. Note how the student creates a sense of anticipation and suspense with the sentence, "Then something happened to me that I did not expect." The syntax shows control but little variety. Errors in spelling and punctuation and the occasional omission are noticeable, but they do not impede communication.

MAJOR ASSIGNMENT

In many novels, the characters are willing to go great distances in order to retain their identity. Some are even willing to give their lives for the cause. In George Orwell's, "1984", Winston Smith fights a losing battle against society in order to retain his identity.

Orwell uses contrast between the characters of Winston Smith and Mr. Parsons to reinforce this theme. Mr. Parsons is representative of a child. His obvious low intelligence allows him to mindlessly swallow, and happily accept, all information given to him by the party. This type of passive and shallow lifestyle is completely contrary to Winston Smith. Smith is an intelligent, inner party member, with great nostalgia for the past and a strong hope for the future. He sees more to life than just living. To him life is to be liberated and enjoyed, without the control of others forced upon him.

To escape this control Winston formed the "Golden Country". A place far in the country away from the city. Because the city was dusty and, dirty and in shambles from frequent bombings. Everywhere Winston went dust and dirt prevailed in the imagery. In the first paragraph "a swirl of gritty dust" entered with Winston as he entered the building. Mrs. Parsons appeared to have "dust in the creases of her face". He marked his diary with a speck of dust in the corner.

Total Impression

In the major assignment, the student presents well-supported ideas in a unified discussion. The writing shows the significance of identity through the illustration of its destruction. The student contrasts the lives of those who have accepted Big Brother with the life of a person struggling to remain free, but who is unable to do so. The interpretations of 1984 are valid as far as they go, and the elements and proofs are selected wisely. Dust, dirt, and disagreeable odors epitomize the lives of those who have succumbed to the power of Big Brother; whereas the imaginary "Golden Country" with its "freshwater stream," "clean air" and "a sunlit golden hill" is where the free "simply enjoy life." The writing prompts attention because it clearly states a thesis and supports it selectively.

Thought and Detail

Conventional ideas emerge through a standard interpretation of the novel: "...Winston Smith fights a losing battle against society in order to retain his identity." The details are presented directly and are carefully chosen. "The smell of cooking lingered in the hallways of his apartment and the smell of 'Victory Gin' was evident most elsewhere. Even the person best suited for life in the city, Mr. Pasons,

Continued

There was also an unagreeable odor throughout the city. The smell of cooking ~~food~~ lingered in the hallways of the apartment and the smell of "Victory Gin" was evident most elsewhere. Even the person best suited for life in the city, the Proles, constantly smelt of sweat.

Whereas, in the "Golden Country" he could sit on the side of a sunlit golden hill, breathing clean air and watching a freshwater stream trickle by. He enjoyed it because there was no reminders of the unbearable city. There was no dust, no worries, and most of all no Big Brother. He was free to do as he pleased, and to simply enjoy life.

This feeling was represented in of the glass paperweight. It symbolized his nostalgia for the past, his love for Julia and his hope for the future. It was his own secret world in which he could be safe with Julia away from the control of society. It was the only beautiful thing left from an era of which he ~~dreamt~~ dreamt. It was even something concrete to prove that time even existed. So when the paperweight was destroyed so ~~was~~ was his hopes and dreams for the future. He now realized it would never happen. The unavoidable and destined event happened. He was captured by the "thought police".

Unfortunately Winston Smith never was able to retain his identity he so strongly fought for. He had it stripped away from him in the Ministry of Love. Society had finally won against him by taking the one truly

constantly smelt of sweat. Whereas, in the 'Golden Country' he could sit on the side of a sunlit golden hill, breathing clean air and watching a freshwater stream trickle by." The interpretations are defensible and thoughtful. However, sometimes the discussion is incomplete: the dust imagery in the novel impressed the student, but unfortunately, no ideas are developed through the reference to it.

Organization

The introduction provides direction, but with little attempt to stimulate the reader's interest. The student makes a very broad statement about characters in novels going "great distances to retain their identity" and then states the thesis: "In George Orwell's '1984,' Winston Smith fights a losing battle against society in order to retain his identity." The controlling idea is focused and sustained throughout the paper. The student develops the thesis through the use of contrast. Coherence is achieved through the effective use of transitions, but the paper falters near the end with the introduction of symbolism. Notice particularly how the student links ideas from one paragraph to the next: "...without the control of others forced upon him. To escape this control..." "There was also..." "Whereas, in the 'Golden Country'...," and "He was free to do as he pleased, and to simply enjoy life.

Continued

important thing away from him, his identity.

This feeling was representative of the glass paperweight." The conclusion is appropriately and thoughtfully related to the controlling idea. The student deals with the conclusion of the literature and the summary of the thesis simultaneously. "Unfortunately Winston Smith never was able.... Society had finally won against him by taking the one truly important thing away from him, his identity."

Matters of Choice

This student's style, for the most part, complements the use of contrast as a pattern of organization. Choices are frequently made to show the reader the contrast between the life of a man who belongs to Big Brother and the life of a man who wants to belong to himself. Notice the student's attempt to describe vividly Mr. Parsons, the dust and the odors. The student uses some rhetorical devices as well. "He enjoyed it because there was no reminders of the unbarable city. There was no dust, no worries, and most of all no Big Brother." (Repetition) "It symbolized his nostalgia for the past, his love for Julia and his hope for the future." (Parallel structure) Diction has been chosen effectively: passive and shallow lifestyle, dust and dirt prevailed, smell of cooking lingered. Although this paper lacks the precision and polish of a 5

Continued

paper ("the smell of 'Victory Gin' was evident most elsewhere," "This feeling was representative of the glass paperweight."), the writing is generally clear, fluent and effective.

Matters of Convention

The student's misuse of conventions causes the reader to stumble in several obvious places; for example, there are two incomplete sentences, a mysterious period in front of the first reference to "Golden Country" and "unagreeable" instead of "disagreeable." These errors, however, do not impede communication.

STUDENT SAMPLE C - GENERAL COMMENT

This paper shows some proficiency in dealing with the assignments, but the student uses an approach that is typical of mid-ability students. In both the minor and major assignments, the student takes phrases directly from the topic given to use as the theses statements. Planning in both assignments gives the student a basic procedure to which the student rigorously adheres. There is evidence in the planning and drafting section of reworking of phrases and sentences and of changing of diction. The plan is an aid to the student, rather than a waste of effort as it sometimes can be. This writing is representative of 3 SATISFACTORY in most reporting categories.

MINOR ASSIGNMENT

Just as the girl in the excerpt from "Teaching a Stone to Talk" resolves to be resolute and unwavering in her beliefs, so do many people. I have seen the effects of such a commitment on the attitudes and behaviors of a friend.

A good friend, Leanne, is a devout Christian. She goes to church every Sunday and does devotionals, etc. She is committed to her decision to serve God.

I noticed that, as we grew older, she began to change her ideas about with whom it was all right to associate. It seemed that overnight, none of her old friends were good enough to spend time with. She adopted, what appeared to the

Thought and Detail

This response reflects an understanding of the reading passage and of what is required by the assignment. In the introduction, the student relates the excerpt to a personal observation. However, the ideas are scant, conventional, and predictable. The student states that a friend, Leanne, rejects her peers because of her commitment to her religion. The support rests on the idea the Leanne "adopted what appeared to the other students as, a 'holier than thou' attitude." We are left to interpret the cliché for ourselves. Details are superficial: "A good friend, Leanne, is a devout Christian. She goes to church every Sunday and does devotionals, etc." Again, it is left to the reader to bring life to the anecdote. This writing fulfils the task, but it does so matter-of-factly.

Writing Skills

Although the writing is clear and fairly straightforward, there is some awkwardness; for example, "I noticed that, as we grew

Continued

other students as a "holier than thou" attitude. They never realized that she was only staying true to her decision. She refused to conform because of peer pressure. She acted as she thought was appropriate for remaining steadfast in her commitment to God.

Attitudes and behaviors are often affected by a decision to which you remain steadfast and true. Leanne and the girl in the excerpt are two examples that show this.

older, she began to change her ideas about with whom it was all right to associate." and "She acted as she thought was appropriate for remaining steadfast in her commitment to God." The diction is adequate but general. Words like "attitudes," "behaviors," "Christian," "peer pressure," and "etc." carry a wide range of meanings for every reader. There is little variety in sentence structure or length. Most sentences are about the same length, and each has the same structure: subject - verb - object/ complement.

MAJOR ASSIGNMENT

The theme of struggling to maintain identity through commitment to a belief or goal is a common theme in literature. The excerpt from "Teaching a Stone to Talk" by Annie Dillard and Arthur Miller's Death of a Salesman are examples of such literature Arthur Miller develops the theme by use of characterization, conflict and contrast, setting and symbolism.

The protagonist, Willy Loman, is an average working-class man who has dreams of affluence. These dreams and goals give him purpose, and something to live for. Willy doesn't realize, until the very end, that he will never achieve the greatness of which he dreams. Willy's dreams give him an identity. He fools himself and his family into believing that he is important and successful.

Total Impression

This student's interpretation of the literature chosen - Death of a Salesman - is defensible but conventional. The essay develops the idea that Willy maintained his identity through his reliance on dreams. The ideas about dreams versus reality unify the essay, but the student's approach to these ideas is general and rather vague. How, specifically, do these terms apply to either Willy or Biff? The student's understanding of the literature and of the requirements of the assignment are communicated adequately.

Thought and Detail

The discussion is acceptable, but is at no point insightful. Varied and provocative details are lacking, and, at times, remarks are superficial. Notice the superficial discussion about Willy's dreams, as opposed to the reality of the situation. The discussion skips along the surface of meaning, but fails to explore the depths. However, the fact that the writer attempts to maintain a comparison of Willy and Biff tends to balance this weakness. The student attempts to address the requirements more effectively by dealing with setting and symbolism as well as with character.

Continued

Biff Loman, Willy's son, is filled with Willy's dreams from a very young age. He too had dreams of greatness but he finally realizes that he will never acheive them. He sees reality as it is. He is able to maintain his identity without his dreams. Willy is not. Willy lives for his dreams; because of them. He is forced to suicide when he comes to face reality and sees that he will never acheive his goals. He is a failure in his eyes. He is no one.

One contrast and conflict that develops the theme in the play is the difference between Willy's dreams and reality. Reality is very different from the way Willy envisions it. Because he does not sell enough to earn sufficient wages to support himself and his wife, Linda, he is forced to "borrow" fifty (50) dollars each week

Organization

The thesis is clear, but the essay has only a perfunctory opening and closing. The introduction provides a general direction for the reader, and the conclusion is the mirror-image of the introduction. The essay is very mechanical. The student's plan does not evolve into a vivid piece of writing. Transitional devices are functional but monotonous; notice the over-use of the words "reality" and "dreams." Coherence falters where one wishes for a definition of "reality" and again on the same page where one looks for a clearer relationship between the sentence regarding wages and the topic sentence. Notice the statement "These people needed a dream to maintain their identities as did Willy." Who specifically were "these people" and how do they relate to Willy? But overall this is an ordered discussion.

Matters of Choice

Choices occasionally have been made to achieve a particular purpose. The word "affluence" is well chosen in the sentence "The protagonist, Willy Loman, is an average working-class man who dreams of affluence." The student deliberately arranges the sentences for a climactic and dramatic effect although the techniques are not totally successful. "Willy lives for his dreams; because of them. He is forced to suicide when he comes to

Continued

from his successful neighbour Charlie This he brings home to Linda as his wages. Willy is always telling stories of how popular a salesman he is and of how many friends he has. After his death, at the funeral, there are no buyers or men that he worked with. The truth was he had no business friends and was not popular. Reality is very different from Willy's dreams. Willy is committed to his dreams and believes in them, and, as a result, has an identity. That too is very different from the one presented in reality.

Biff is able to see the reality, even with his dreams. Willy is not. He refuses to and continues to believe in his dreams. Without his dreams, Willy is nothing. With his dreams he is at least important in his own eyes.

The setting of the play also helps to develop the theme. The play was

face reality and sees that he will never achieve his goals. He is a failure in his own eyes. He is no one." Syntax is generally straightforward but is occasionally awkward, as in the following sentence: "Because he does not sell enough to earn sufficient wages to support himself and his wife, Linda, he is forced to 'borrow' fifty (50) dollars each week from his successful neighbour Charlie." Throughout, the tone is flat, but the writing is clear.

Matters of Convention

This student takes some risk and, considering the length and complexity of the essay, the writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication and may at times produce an effect that is not intended. "After his death, at the funeral, there are no buyers or men that he worked with." In matters of convention, this paper is proficient.

set in the 1940's when the "American Dream" was widespread. Optimism and hope for success were prevalent because of the end of the drought of the 1930's. These people needed a dream to maintain their ~~false~~ identities as did Willy.

There were two symbols that helped in the development of the theme - the flute and Ben. The flute's music is elusive. This symbolized the elusiveness of the dreams Willy had. He would never achieve them yet by having them he was able to be someone, if only to himself. Ben was a symbol of the affluence and success that Willy could never achieve. He was everything Willy couldn't be.

Arthur Miller incorporated the theme of struggling to maintain identity through beliefs or goals into his play Death of a Salesman in many ways. Character -

ization, symbolism, setting, and contrast and conflict all contributed to the development of the theme.

STUDENT SAMPLE D - GENERAL COMMENT

Neither the minor nor the major assignment is handled competently. The discussion and expression are imprecise and underdeveloped, and the finished work is as vague and confusing as the planning and drafting. This writing is representative of 2 LIMITED in most reporting categories.

MINOR ASSIGNMENT

Growing up and becoming more mature in your thoughts and ideas is a difficult concept for a child to see and understand.

When at the age of nine life seems to pass by so quickly, everyday is full of new and different situations. But sometimes you ~~wish~~ wish things would never change, you do not want to accept change. Sometimes life goes by to fast and you wish you could put a ~~break~~ ~~on~~ brake on it.

I myself enjoy the sport of hockey. When playing in a local town I felt I was better then the rest but would have to travel further to play better hockey. The next year I did go further and played much better hockey but the year before was wasted and I could not go back one year and repeat it. The first year was wasted, talents did not improve because it was not necessary. ~~to~~

Now after completing my second year I ~~can~~ have come to the end of my minor hockey and next year I do not know where I will go. F

Because of one wasted year my career might have been shattered.

Thought and Detail

Even though the student does understand the assignment, the ideas expressed are superficial and underdeveloped. In the third paragraph, the reader can, with much rereading and much gnashing of teeth, piece together the idea that the student is trying to present: that the student's commitment to stay in an inferior league caused him to waste a year and possibly "shattered" his career. Support is generalized and vague. The student's most specific details are references to being nine years old, "When at the age of nine life seems to pass by so quickly" and to hockey, "I myself enjoy the sport of hockey." There is no attempt to bring the experience to life.

Writing Skills

The writing is both unclear and ineffective. Generally, the ideas are unclear and illogical. The reader must figure out what the student means in the following two statements. "When playing in a local town I felt I was better then the rest but would have to travel further to play better hockey. The next year I did go further and played much better hockey but the year before

Continued

was wasted and I could not go back one year and repeat it." The logical relationship between the last two sentences of paragraph two is unclear. Throughout the paper, syntax is awkward and immature and diction is imprecise. The following sentence contains a comma splice, incorrect pronoun reference, and imprecise diction. "The first year was wasted, talents did not improve because it was not necessary." Such errors impede communication.

MAJOR ASSIGNMENT

Maintaining an identity can be very difficult to attain. People have many ways of doing this and many ways of keeping their identity. You can go through life and have all your images be shattered in minutes.

John Steinbeck shows us this in one of his books "Grapes of Wrath" where he portrays a everyday family loosing their land to huge land owners. This family, the Joads, see advertisements of work and prosperity in California. Having nothing left, they scrounge up enough money by selling all they own and buy a car to ~~that~~ head for work in California. The trip is full of heartbreak as the roads are filled with people heading for the same goal as they are. As people die because of starvation and because of giving up their desire to live.

When they finally arrive at their destination there is no work or very little, people work for pennies a day.

The fight for prosparity and the belief that nothing could destroy them is all shattered by a piece of paper advertising this land of plentiful work, prosparity and a place to call home.

The hopes and hearts of these people were brought up through time and in a instance ~~drop~~ droped down to a sense of nothingness.

Another case of that of Willy Loman a salesman. Portrayed by Arthur Miller in "Death of a Salesman"

Willy Loman was a successful salesman for forty years but how he can ~~only~~ not even pay his bills. This is because of the way situations have change from when he was a top notch salesman to a low down bumb. Willy had different morals than most, he felt that if you were well liked you would be a success. He remembered back to the old times ~~on~~ when he was of great success to keep

Total Impression

This response is a superficial and incomplete analysis of both Grapes of Wrath and Death of a Salesman. The writer's main idea is unclear - "You can go through life and have all your images be shattered in minutes." - but seems to suggest that it is difficult to maintain a situation, a goal, or an identity because of forces beyond one's control. The writing communicates little and is ineffective. There are significant lapses in coherence and logic. It is difficult to understand what the student means in the sentence "He remembered back to the old times when he was of great success to keep him from reality, he could not accept what was becoming of him." Nor is it possible to follow the logic in the sentence "The fight for prosparity and the belief that nothing could destroy them is all shattered by a piece of paper advertising this land of plentiful work, prosparity and a place to call home." The writing does not satisfy the reader.

Thought and Detail

The vague thesis in this essay is supported in a limited manner and largely through vague generalizations rather than significant supporting detail. Although the student tries to use specific detail, the attempt fails. The following fragment supports nothing

Continued

him from reality, he could not accept what was becoming of him.

Through Willy's life he tries to commit ~~suicide~~ suicide to get out of it all and finally is able to. ~~But~~ Just when things start to turn around.

When you think of these two books you can see that they both involved families which at one time had more than enough, or a satisfactory amount, and you see how their lives change because of the evolving ways of life. ~~If~~

I have to sit back sometimes and think of what I am going to be faced with in years to come. Things seem easy now, & nothing has come up that I haven't been able to cope with, but I'm sure that someday I will be put in that type of situation and I guess you won't know what to do until that situation arises.

specifically and is not connected to what comes before it or after it: "As people die because of starvation and because of giving up their desire to live." Ultimately, both pieces of literature that the student uses are summarily evaluated in a sentence that is both unclear and vague: "When you think of these two books you can see that they both involved families which at one time had more than enough, or a satisfactory amount, and you see how their lives change because of the evolving ways of life."

Organization

The introduction does not set a clear direction for the reader, forcing the reader to guess at how the subsequent paragraphs are tied to it. Although the student does not focus on either theme or technique explicitly, he struggles with the ideas that people have trouble maintaining their identity. The student seems to be suggesting that identity is tied to prosperity and when this is lost, identity is lost; but again, the reader must struggle to find this idea. The conclusion is not functional in that it wanders into an unconnected personal response.

Matters of Choice

Choices seldom appear to have been made. The sentence structures are frequently ineffective, immature, and awkward: "The

Continued

trip is full of heartbreak as the roads are filled with people heading for the same goal as they are. As people die because of starvation and because of giving up their desire to live." "The fight for prosparity and the belief that nothing could destroy them is all shattered by a piece of paper advertising this land of plentiful work, prosparity and a place to call home. The hopes and hearts of these people were brought up through time and in an instance droped down to a sence of nothingness." The diction is often imprecise - "moral," "evolving ways of life," and inappropriate - "low down bumb." The writing is often vague, redundant, and confusing.

Matters of Convention

There are frequent errors in spelling: miniutes, loosing, prosparity, peice, Aurthor Miller, sence, succesful, bumb, droped, have'nt, and wo'nt. There are sentence fragments: "As people die because of starvation and because of giving up their desire to live." "Portrayed by Aurthor Miller in 'Death of a Salesman'." Many sentences contain several errors; for example, the following sentence contains a redundancy, an unidiomatic usage, a misplaced modifier, and a comma splice: "He remembered back to the old times when he was of great success to keep him from reality, he could not accept what was becoming of him." There is a jarring shift in

Continued

pronoun reference in the sentence "Things seem easy now, nothing has come up that I have'nt been able to cope with, but I'm sure that someday I will be put in that type of situation and I guess you wo'nt know what to do until that situation arises." These errors often impede communication.

STUDENT SAMPLE E - GENERAL COMMENT

The most noticeable aspects of both the minor and major assignments are the confused notion of the requirements of the assignments, the scarcity of ideas, and the lack of development of those few ideas. No planning was attempted by the student. This writing is representative of 1 POOR in most categories.

MINOR ASSIGNMENT

A Persons commitment to a decision or a role effects their thinking in various ways. Such ways can hurt a person more than it can help.

When a person pledges themselves to a decision, he or she is actually trying to change their course in life. This action taken by a person is, more than likely, because this person does not wish to deal with any terms that they are afraid of.

It is people who in their own minds think that they are unable to deal with any drastic changes in their life styles who are devoted to not change their roles in society. When a person changes roles in society it is sometimes an unpleasant change. It is these stories that are heard by people

Thought and Detail

This student has a very confused notion of the expectations of the assignment. The writer tries to develop the idea that the thinking resulting from a commitment "can hurt a person more than it can help." The student then makes a precarious leap to the idea that "When a person pledges themselves to a decision, he or she is actually trying to change their course in life." Support for this idea is lacking. Throughout the writing, the student vaguely redefines the thesis and illogically and incoherently philosophizes about it. This writing is extremely frustrating to read.

Writing Skills

The writing is unclear and not fluent. It is almost impossible to decipher the meaning of the following excerpt. "When a person changes roles in society it is sometimes an unpleasant change. It is these stories that are heard by people who are about to do the same, these stories that they here, often cause a psychological problem." There are errors in diction, syntax, mechanics or grammar in every sentence. Take the following for example: "So, to see a clear picture of why people decide not to change a decision or a role, is because of their lack of knowledge." Errors severely impede communication.

who are about to do the same, these stories that they here, often cause a psychological problem. ~~which is~~

This problem, often it is because the people have not heard enough or any good stories.

So, to see a clear picture of why people decide not to change a decision or a role, is because of their lack of knowledge.

MAJOR ASSIGNMENT

In the story, "Death of a Salesman", we find Willy Lowman, Willy started out to be a good salesman who was making a healthy income on revenues alone.

Willy ~~Lowman~~ is the type of guy who's brother, Uncle Ben, struck wealth. Ben had asked Willy to come with him to the gold rush when he was headed there, but willy's wife had refreshed Willy's mind about his promotion when the top man of the ~~co~~ company was to pass away. Much to Willy's suprise, is that he is put on the road and he never gets to see that promotion. As Willy ages, he daydreams more. It gets to the point where Willy can no longer control it, but that he prefers it.

Total Impression

This piece of writing is confused and lacks a central focus. The thesis statement, which is incomplete and says nothing, appears in the space provided for planning and drafting but nowhere in the essay. Because the writing is composed of a series of unconnected details strung together, the essay lacks coherence. The one unifying element is the student's use of the name Willy in every sentence except the last. What is this student trying to say? The writing is extremely frustrating.

Thought and Detail

The writer exhibits a marginal and very inaccurate understanding of Death of a Salesman. The student describes Willy as "a good salesman who was making a healthy income on revenues alone" and states that Willy was in line for a promotion when "the top man of the company was to pass away." The student implies that Willy's downfall is his age, which leads to daydreaming. The student's interpretations are not defensible. Periodically, the student presents a significant detail, but doesn't relate it to anything in the essay: "Willy thinks that being dead is worth more to his family than he is alive." The details from the literature are irrelevant to this haphazard, hit-and-miss discussion.

Continued

Willy's daydreaming is an escape for willy into a world of his own. Willy's want to escape, drives him to the point where he commits suicide by driving off the road.

Willy thinks that being dead is worth more to his family than he is alive.

The Author of "Death of a Salesman" points out the struggle that Willy is having in his own mind, over his failure in life and that daydreaming is an easy escape.

The author portrays Willy as an average working man, but that the rest of his family has made a success out of themselves, Willy sees this as a goal in which he will never gain.

Organization

The one-sentence introduction, composed of an incorrect detail rather than a thesis, is not functional. By rereading, one can guess what the controlling idea might be: Willy Loman was a success, lost the success, daydreamed to escape, and committed suicide. How much of this idea is the creation of the reader and how much the creation of the writer is debatable. There are no clear ideas, only a series of vague and mostly incorrect details that are not related to one another in any discernible way. The conclusion, which introduces an idea about Miller's perception of Willy, is obscure and only marginally related to the essay.

Matters of Choice

In this piece of writing the sentence structure is frequently incorrect and the syntax often lacks control. There is no evidence of any effort to make use of stylistic devices. Many of the problems with usage and diction are jarring to the reader: "The author portraits Willy as an average working man, but that the rest of his family has made a success out of themselves, Willy sees this as a goal in which he will never gain." "It gets to the point where Willy can no longer control it, but that he prefers it." "Ben had asked Willy to come with him to the gold rush when he was headed there, but Willy's

Continued

Arthur Miller describes ~~portrays~~ willy as a man who sees himself as a failure, but to others he has gained what all people work for in life. Then as Willy's dreaming gets worse, Willy finds himself wanting to die because he thinks he is worth more money that way. He also wishes to escape his life with which he cannot deal with.

wife had refreshed Willy's mind about his promotion when the top man of the company was to pass away." The writing is unclear and not fluent.

Matters of Convention

Although with rereading it is possible to understand what this student is saying, the frequent errors often impede communication. The following sentences, for example, contain major errors in punctuation or grammar: "Willy is the type of guy who's brother, Uncle Ben, struck wealth." "He also wishes to escape his life with which he cannot deal with." "The author portraits Willy as an average working man, but that the rest of his family has made a success out of themselves, Willy sees this as a goal in which he will never gain."

STUDENT SAMPLE F - GENERAL COMMENT

This paper is included as an example of writing that could be discounted in a superficial first reading. The paper at first glance appears weak: the handwriting is extremely poor, almost illegible, with messy, crossed-out sections and great gaps; the planning seems haphazard because of all the frantic directions to the reader to go elsewhere on the paper, and the frequent spelling errors suggest that the writer made little attempt to proofread. The essay's appearance, however, disguises what is actually an intelligent, well-organized, competent paper which offers an unusually thoughtful response to literature.

MINOR ASSIGNMENT

Basket ball Roles

In my experience, I have often noticed that commitment to an role often affects the way I act.

I like to play the hoop, scoop, and "alley Op" game of Basketball I have played for my School my community and for myself, on the driveway, and in each case I take on a different role. When I play for my school I play the role of the point guard. Which is not my good. I could light up the sky with my quick moves and sharp shooting, however I don't see the floor often enough to spit shine it let alone light it up. So I must act uncomfident and the clumsy type of player when I am on the court. My shots don't hit the little rim and my passes are stolen.

When I play for my community team my role is the shooter. So I gain my confidence back and I more likely on more of the shiny hoop is now like an ocean when ever I shoot I can't miss. However I still can't do any moves to the hoop be

Thought and Detail

This student takes a fresh approach to the topic: the different roles he plays as a basketball player reflect where he happens to be playing, whether for the school team, for the community team, or by himself in the driveway. The student develops this idea with specific, lively details and the appropriate idiom for the basketball court. "I like to play the hoop, scoop, and 'alley op' game of Basketball." "I could light up the sky with my quick moves and sharp shooting, however I don't see the floor often enough to spit shine it let alone light it up."

Writing Skills

On the minor assignment, this student's writing is clear and generally fluent. The student's voice is particularly noticeable and effective. There is great variety in sentence structure and length. Diction is appropriate, specific, and brings the topic to life: "hoop, scoop and alley op," "light up the sky," "spit shine," "hoop is now like an ocean," "burn by any defender," "visous dunk." Errors reduce but seldom impede communication.

Continued

Lastly when I play on the driveway my role is to do moves. I can burn by any defender and throw down a vicious dunk However my shooting is gone.

I often act differently when I have different roles.

MAJOR ASSIGNMENT

Ideal Identity

People are often unwilling to stand out in the crowd. They are scared to be different by standing up for what they believe in. Therefore they lack any true identity. In the short story "A and P," John Updike uses contrasting symbols to reveal that it is necessary for a character to commit to his ideals or beliefs if he is to have his own identity.

The first contrast, representing restrictive forces in society, is represented by the supermarket: A and P. The whole idea leading the supermarket is to put things in their proper place. Everything on its proper shelf and in the right isle. Nothing can be an original or be different. Even the location of the supermarket suggest restriction of identity. It is located on Central Street; near Banks, real estate offices and a church. These all symbolise strong institutions, where no one strays off the center of the street to be different, to claim an identity.

The lack of identity is also represented by the patrons that visit the A and P. They act like "pigs in a delte," and bellows four other like "sheep." The protagonist, Sammy, thinks that it's dynamite meat that in the A and P the patrons mistook stale lit reeking oatmeal off their list. They have become mindless and sterile by the fluorescent lights and electric eye of the supermarket

Total Impression

This paper is impressive in its confident and thoughtful presentation of ideas. The student's perceptive and controlled development of the thesis, as well as the skilful use of transitions "Therefore," "Even the location," "These all symbolise," "also represented by," "Through the use of contrasting symbols" results in an essay that is a unified, coherent discussion.

Thought and Detail

A clear, original and sophisticated thesis is established in the introduction: "In the short story 'A and P,' John Updike uses contrasting symbols to reveal that it is necessary for a character to commit to his own ideals or beliefs if he is to have his own identity." This thesis is very thoroughly supported throughout the essay. At the same time, the student is able to show how the author has used contrasting symbols to develop this theme. For example, to illustrate that the super market is a symbol of the restrictive forces of society, the student describes its location "on Central Street; near Banks, real estate offices and a church. These all symbolise strong institution, where no one strays off the center of the street to be different, to claim an identity." The details are carefully chosen to illustrate a society

Continued

world. In charge of the supermarket is Lengel. He is "old and gray;" with nothing better to do they argue with cabages. Everyone in the supermarket have clearly bought their ideals and beliefs here, like they buy their HiHo crackers.

In contrast to this world are three girls who, symbolizing identity, visit the A and P. Everything about these three girls goes against the restriction of the supermarket. First of all, they are wearing bathing suits and have been. They have no carts to trail behind while walking the wrong way down the aisles. Even their purchase of "Kingfish" herring snacks in pure sour cream goes against normal products: oatmeal, diet delight peaches, Hi Ho crackers, Pepperoni and pineapple juice. The girls symbolizes a breaking from restriction. They represent originality, uniqueness and identity.

The standing up for ones ideal is represented by a symbolic gesture by Sammy. Lengel embarrasses the girls because they go against the restriction of his ~~Sammy~~ initial ~~Lengel~~ ~~girls because he wants to be the girls Hero~~. But when Lengel puts on a dance to take it back Sammy refuses to. He quits because Sammy no longer believes that people would buy their ideals at the local supermarket. He believes that people should be original and have their own identity. Therefore when Lengel embarrasses the girls, Sammy quits his job. This gesture is his way of saying that, he is going to live by his own belief. Therefore Sammy is saying that he is going to have

(LOOK on page 25 please)

composed of people lacking identity. "They act like 'Pigs in a chute,' and follow each other like 'sheep.' The protagonist, Sammy, thinks that if dynamite went off in the A and P the patrons would still be checking oatmeal off their list. They have become mundane and sterile by the fluorescent lights and electric eye of the super market world. In charge of the supermarket is Lengel. He is 'old and gray;' with nothing better to do they argue with cabages. Everyone in the supermarket have clearly bought their ideals and beliefs here, like they buy their HiHo crackers."

Organization

The introduction provides clear direction and establishes a personal focus, not simply a reiteration of the topic: "John Updike uses contrasting symbols to reveal that it is necessary for a character to commit to his own ideals or beliefs if he is to have his own identity." This thesis sentence fulfils *all* the requirements of the assignment. The topic sentences clearly focus on both thesis and technique. The first contrast, defining the restrictive forces in society, is represented by the supermarket, A & P. The lack of identity is also represented by the supermarket patrons, "In contrast to this world are three girls, who, sym bolizing identity, visit the A and P. Everything about these three girls goes against the restriction

Continued

his own identity. This struggle for identity is symbolized by his removal of the apron and ~~tom~~ tie. Also by pressing in the No rule button the author is saying that he is going to be an original not a conformist. ~~Sammy quite because~~

Though the use of contrasting symbols John Updike reveals that it is necessary for people to stand up for their ideals to gain an identity. i.e. People should not conform to the restriction placed on them by society. People must stand up for what they believe in to be truely themselves and ~~really gain self-respect~~ The "sheep" of the world will lack both identity and self-respect.

of the supermarket. First of all, they are whereing bathing suits and have bare feet." The student then presents the contrasts in the context of Sammy's "symbolic gesture." "The standing up for ones ideal is represented by a symbolic gesture by Sammy." The conclusion expands on the thesis and ends forcefully with a personal evaluation about people who choose to conform. "The 'sheep' of the world will lack both identity and self respect."

Matters of Choice

The style of this essay is sometimes awkward but very often polished. The writing exhibits choices that are deliberate and confident. A strong voice exists in both the minor and the major assignments, but they are emphatically different. The language of the minor assignment is very informal, while that of the major is very formal. In the major assignment, the student uses present tense and avoids slang and contractions. The diction is precise and varied: symbolise, represent, strays off the center...to claim an identity, protagonist, shunned, mundane, sterile, uniqueness, gesture, conformist. The sentences are varied in both structure and length. The student uses a short, emphatic sentence to begin his essay: "People are often unwilling to stand out in the crowd." The student uses a noun clause in the thesis and an effective gerund phrase in the sentence: "The standing

Continued

up for ones ideal is represented by a symbolic gesture by Sammy." The use of inversion is effective: "In charge of the supermarket is Lengel." And a periodic sentence is strategically placed "Therefore when Lengel embarrass the girls, Sammy quits his job."

Matters of Convention

There are frequent errors in this paper, chiefly in spelling: orginal, symbolise, cabages, beleive, iles, whereing, hid. There are major subject verb agreement errors: "the supermarket suggest...", "Everyone in the supermarket have...", "when Lengel embarrass the girls...." There are errors in punctuation: the semi colon is incorrectly used in the sentence "It is located on Central Street; near Banks, real estate offices and a church." and in the sentence "He is 'old and gray;' with nothing better to do they argue with cabages." There is no comma after "there fore" in the sentence "Therefore Sammy is saying that he is going to have his own identity." But most of these errors suggest a failure to proofread.

STUDENT SAMPLE G - GENERAL COMMENT

A number of papers that received 5 EXCELLENT in all reporting categories went beyond the expectations of the markers for assignments written under examination conditions. As first draft writing, the following paper, and many others like it, exceeded the standards expected at the upper levels of accomplishment. This paper was chosen, because of its use of literature familiar to teachers and most students, as an example of the imagination, the creativity, the vitality and the strong voice found in all of these outstanding papers.

MINOR ASSIGNMENT

I once had a security blanket. It was a fine blanket: old and yellow and chewed, with each crusty curve or tear familiar and reassuring to my hands. When pressed by the forces of a grown up's world, or in the throes of deep depression, I could always find solace in my blanket.

The proper term we required hiding and sucking it simultaneously. While this was tolerated in my younger years, when I started to attend school my parents began to look down upon it as childish. Certainly I didn't want the other kids to know I still had a security blanket! Certainly I was old enough to get by without it! So saying, they banished my blanket to the upper reaches of the linen closet where I could not reach.

Well that is not entirely true. I could regain my prized possession by standing on a chair when my parents were out. But I couldn't bring myself to do this. Perhaps my parents were right, Perhaps I was too old for a security blanket. I swore to myself that I would not sneak back the blanket no matter what the temptation. I went "cold turkey."

It was the hardest thing I had ever done. Every nerve, every habit cried out for the blanket, kept in check only by my vow. But how could one's vow be valid when every other part of me strained against it? I felt as if I was at war with myself.

The ultimate temptation came on a stormy night when I, my sister and a few friends were sleeping out in our tent trailer. The lightning flashed and seared like

Thought and Detail

This student grasps the difference in importance between his childish need and his parents' future looking decision. In spite of immediate discomfort, the student must maintain his parents' resolve to have him grow up. It is obvious in the unity within the writing that this student has carefully considered the argument and its supporting details. The student leads the reader from the general need for an object of security, the blanket, to the final, specific moment when it is bravely discarded forever. This resolve causes the student doubt, even anguish, but finally allows him or her to act like a child on the verge of maturity. The student frames the experience within the relevant metaphor of an addiction, attesting to a creative imagination. The student's sense of drama "The lightning flashed and seared like the electric thoughts of God," and "Never had I wanted a good chew on the blanket so badly." creates an unusual liveliness.

Continued

the electric thoughts of God, and the thunder crashed all about us. I felt a delicious sense of fear as I lay there in the dark.

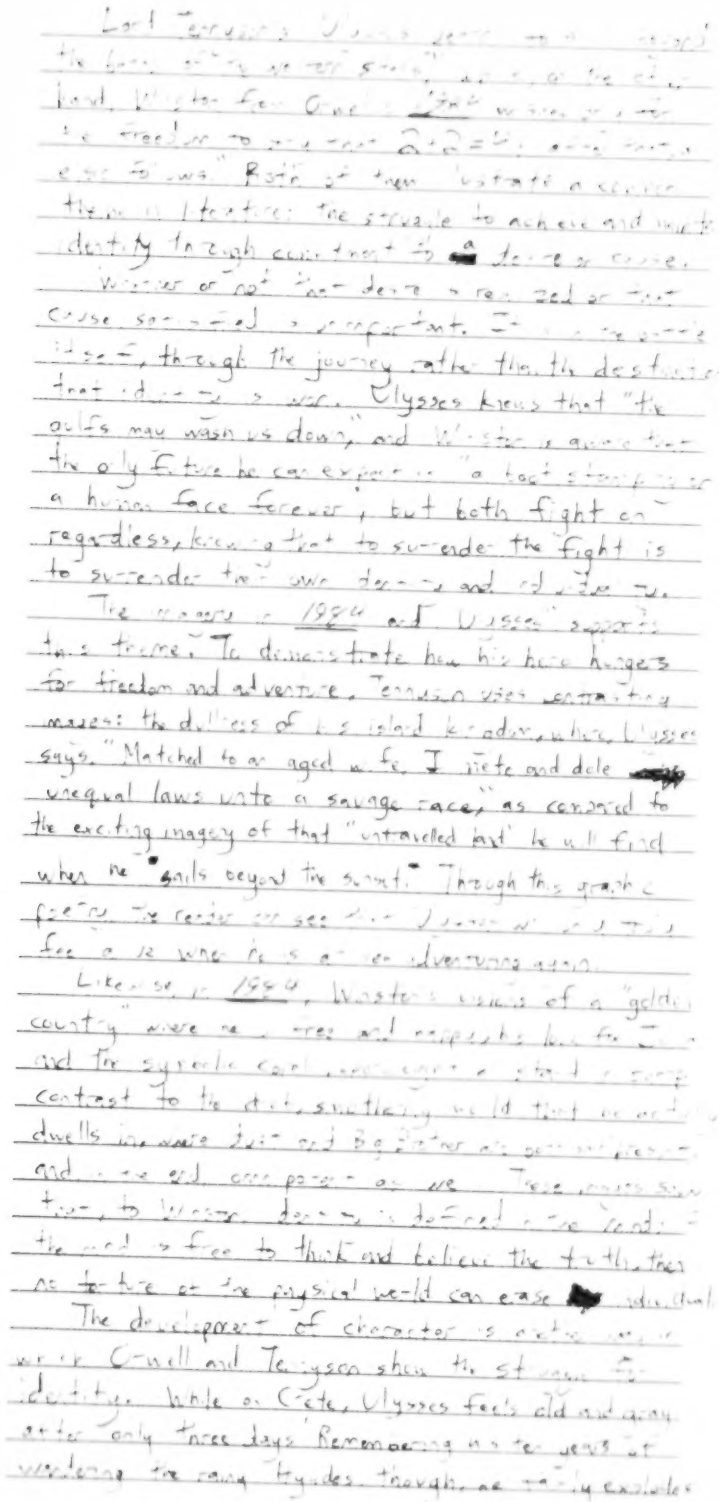
Her sorrow, my easy escape, ... to the ... my blanket. She offered ... me. Never had I wanted a good chew on the blanket so badly. How would I get such a clear, safe chance again. And yet, that promise I'd made myself came back to me. I knew that if I took that blanket now, all my resistance beforehand would have been for naught. For a moment my mind struggled with itself.

Finally, a victor emerged. "No," I said, refusing the blanket. I turned away to the stern-faced boy. Had I done the right thing? Had my parents been justified in taking my blanket in the first place? I didn't, couldn't understand. I knew was that someone, for better or for worse, I had changed. Even today, I sometimes wonder what would have happened if my resolve had crumbled and I had taken the blanket. Sometimes, I have encountered many other persons crossroads but this was the first, I think, and one of the most important.

Writing Skills

This student's appreciation of the effect of the writer's voice is remarkable. This voice establishes and sustains a confidence and direction that impresses the reader. A large part of this impression is created by the descriptive details that give vitality to the paper: "It was a fine blanket: old and yellow and chewed, with each crusty corner or tear familiar and reassuring to my hands." and "The lightning flashed and seared like the electric thoughts of God, and the thunder crashed all about us." The student's diction is precise, lively, and dramatic. Note such examples as "crusty corner," "solace," "banished," "vow," "ultimate," "seared," "storm-darkened." The irregular paragraphing does not detract from the unity and coherence of this piece of writing. The writer is a student who, in the process of maturing, has not lost a vivid recollection of childhood, and has the ability to recreate it for the reader.

MAJOR ASSIGNMENT



Total Impression

This writing deserves respect. The thesis "Whether or not that desire is realized or that cause satisfied is unimportant. It is in the battle itself, through the journey rather than the destination, that identity is won." both limits the broad topic of the assignment and reveals the student's perception. The choice of imagery, character, and consequence holds together well the two pieces of literature from different genera that the writer uses to underline the thesis. The student's thoughtfulness is apparent in this choice, one that makes available both similarities and differences.

Thought and Detail

The student's thesis is insightful, going beyond a restatement of the assignment's topic to present a qualified thesis statement for the writer and the reader. The choice of detail enhances the controlled discussion of both thesis-relevant similarities and differences in the literature. For example, Ulysses and Winston are both aware of the danger and necessity of challenging their particular realities: "Ulysses knows that 'the gulfs may wash us down,' and Winston is aware that the only future he can expect is 'a boot stamping on a human face forever'; but both fight on regardless, knowing

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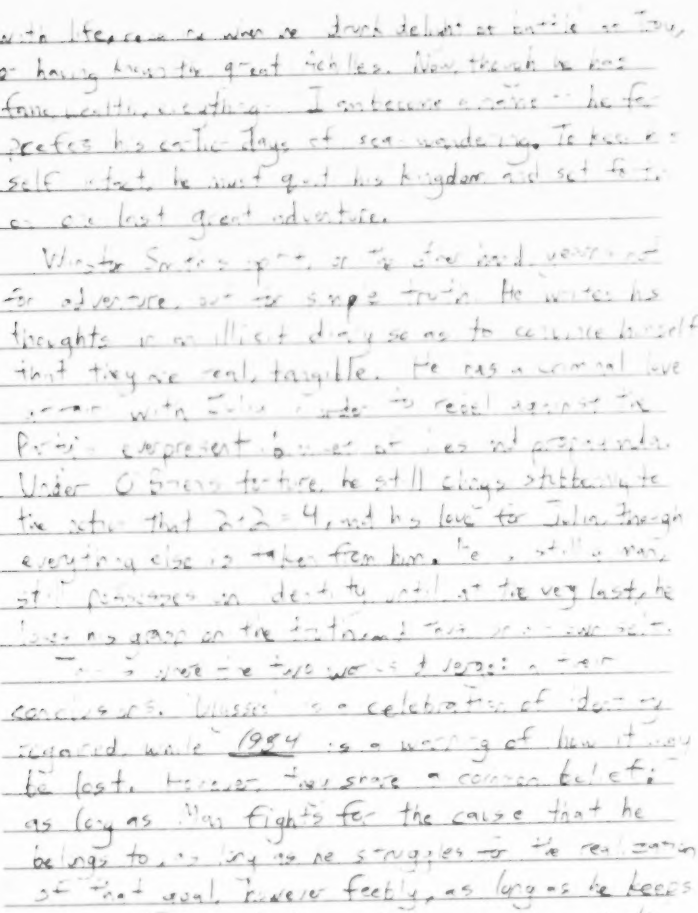

that to surrender the fight is to surrender their own identity and individuality." However, the results of their challenges are not the same, and the student concludes with the contrast, not only as it affects the specific characters, Ulysses and Winston, but also as it could be applied to life in general.

Organization

The student arrives at a specific thesis from a statement of the assignment's general topic. The student unifies the work by means of comparison and contrast, referring specifically to imagery, character, and consequence. The focus is clear and convincing. The conclusion of this work goes beyond a summary of thoughts specific to it alone to a general statement of the worth of struggle in life in general.

Matters of Choice

The student controls the essay by means of a well-crafted thesis developed by comparison and contrast. The writer achieves a confident tone through effective use of quotations, diction, and syntax. The sentences are varied in length and kind. Effective use is made of repetition, parallel structure, rhetorical questions, and interrupted structure.

Matters of Convention

The absence of error in grammar, punctuation, and spelling is indeed impressive.

APPENDIX

ENGLISH 30

Diploma Examination

PART A

SCORING GUIDE

from TEACHING A STONE TO TALK

Once, many years ago, there was a child of nine who loved Walter Milligan. One Saturday morning she was walking in the neighborhood of her school. She walked and thought, "The plain fact is — as I have heard so many times — that in several years' time I will not love Walter Milligan. I will probably marry someone else. I will be untrue: I will forget Walter Milligan."

Deeply, unforgettably, she thought that if what they said about Walter Milligan was true, then the rest went with it: that she would one day like her sister, and that she would be glad she had taken piano lessons. She was standing at the curb, waiting for the light to change. It was all she could do to remember not to get run over, so she would live to betray herself. For a series of connected notions presented themselves: if all these passions of mine be overturned, then what will become of me? Then what am I now?

She seemed real enough to herself, willful and conscious, but she had to consider the possibility — the likelihood, even — that she was a short-lived phenomenon, a fierce, vanishing thing like a hard shower, or a transitional form like a tadpole or winter bud — not the thing in itself but a running start on the thing — and that she was being borne helplessly and against all her wishes to the certain loss of self and all she held dear. Herself and all that she held dear — this particular combination of love for Walter Milligan, hatred of sister and piano lessons, etc. — would vanish, destroyed against her wishes by her own hand.

When she changed, where will that other person have gone? Could anyone keep her alive, this person here on the street, and her passions? Will the unthinkable adult that she would become remember her? Will she think she is stupid? Will she laugh at her?

She was a willful one, and she made a vow. The light changed; she crossed the street and set off up the sloping sidewalk by the school. I must be loyal, for no one else is. If this is the system, then I will buck it. I will until I die ride my bike and walk along these very streets, where I belong. I will until I die love Walter Milligan and hate my sister and read and walk in the woods. And I will never, not I, sit and drink and smoke and do nothing but talk.

Foremost in her vow was this, that she would remember the vow itself. She woke to her surroundings; it was cold. Even walking so fiercely uphill, she was cold, and illuminated by a powerful energy. To her left was the stone elementary school, deserted on Saturday. Across the street was a dark row of houses, stone and brick, with their pillared porches. The porch floors were painted red or gray or green. This was not her own neighborhood, but it was her turf. She pushed uphill to the next corner. She committed to memory the look of that block, that neighborhood: the familiar cracked sidewalk, how pale it was, how sand collected in its cracks; the sycamores; the muffled sky.

Annie Dillard

Minor Assignment: Personal Response -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- the quality of the unifying ideas
- how effectively the response addresses the question
- how clearly the response is developed (by examples, specific details, analogies, etc.)

5 EXCELLENT: Ideas expressed are insightful, carefully considered, and confident. Support is precise, thoughtfully selected, and/or imaginative. A perceptive understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing is often lively and/or imaginative.

4 PROFICIENT: Ideas expressed are thoughtful. Support is relevant, purposeful, and, where appropriate, concrete. A thoughtful understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing demonstrates an attempt to go beyond the bare requirements of the task.

3 SATISFACTORY: Ideas expressed are appropriate but predictable. Support is general or details are commonplace. A conventional understanding of the experience presented in the selection and of its relationship to the task is demonstrated implicitly or explicitly. Such writing fulfils the task but does so matter-of-factly.

2 LIMITED: Ideas expressed are superficial and underdeveloped. Support is generalized, vague, and/or repetitive. An incomplete understanding of the experience presented in the selection and of its relationship to the task is demonstrated. Such writing may not fulfil the task completely.

1 POOR: Ideas are only marginally relevant and are largely underdeveloped. Support is inappropriate or lacking. Such writing suggests a confused notion of the experience presented in the selection and of its relationship to the task. Such writing may be frustrating for the reader.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfil the assignment as stated, OR the assignment is so deficient in length that it is not possible to assess thought and detail.

Continued

Minor Assignment: Personal Response -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider the effectiveness of the total impression created by the writer's voice and the extent to which the writing demonstrates control of

- diction
- syntax
- mechanics
- grammar

5 EXCELLENT: The writing is skilfully structured and fluent. Diction is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.

4 PROFICIENT: The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.

3 SATISFACTORY: The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward but occasionally awkward. Errors may reduce but seldom impede communication.

2 LIMITED: The writing may be unclear and/or ineffective. Diction is inappropriate and/or imprecise. Syntax is immature and/or frequently awkward. Errors impede communication.

1 POOR: The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is confused and uncontrolled. Errors severely impede communication.

NOTE: *Student responses to the Personal Response Assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that explores ideas experimentally and informally. Consequently, evaluation of the personal response on the diploma examination will be in the context of Louise Rosenblatt's suggestions:*

> The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.[1]

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[1]Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly 1* (Spring, 1981): 3-12.

Major Assignment: Literature Composition -- Scoring Guide (continued)

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- how effectively the writer's ideas relate to the assignment
- what thesis or unifying idea(s) is (are) developed in the writing
- what details have been selected to support and develop the thesis
- the quality of the unifying idea(s)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Literary interpretations are perceptive and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

4 PROFICIENT: Insightful ideas are supported by appropriate details, OR conventional ideas are supported by carefully chosen details. Literary interpretations are thoughtful and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Literary interpretations are defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

2 LIMITED: Conventional ideas are weakly supported, or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. The selection of literature to be discussed is questionable in that it may not supply significant supporting details; OR the selection of literature is appropriate but significant supporting details have not been selected.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate; OR the selection of literature to be discussed is appropriate, but the writer exhibits little understanding of the literature or of the topic. The details from literature obscure the ideas, or are irrelevant to the discussion.

INS INSUFFICIENT:

- The student has written so little that it is not possible to assess thought and detail

OR

- No reference has been made to literature studied

OR

- The only literary reference present is to the selection on the exam

OR

- The marker can discern no evidence of an attempt to fulfil the assignment as stated

Major Assignment: Literature Composition -- Scoring Guide

Total Impression (Curriculum Concepts 1 to 13 inclusive)

When marking Total Impression the marker should consider the extent to which the writing demonstrates

- coherence and unity
- fluent expression of ideas
- thoroughness of discussion
- thoughtful and confident presentation of ideas

5 EXCELLENT: Perceptive, well-supported ideas are presented in a coherent and unified discussion. This writing communicates thoughtfully and fluently. Such writing deserves respect.

4 PROFICIENT: Appropriate, well-supported ideas are presented in a coherent and unified discussion. This writing has something to say and does so clearly. Such writing prompts attention.

3 SATISFACTORY: Conventional ideas are developed in a coherent and unified discussion. This writing communicates adequately. Such writing is acceptable.

2 LIMITED: Superficial and/or poorly-developed ideas are presented in a discussion that may have significant or repeated lapses in coherence and unity. This writing communicates little and does so ineffectively or incompletely. Such writing does not satisfy the reader.

1 POOR: Confused ideas are presented in a discussion that may lack a central focus, coherence, and unity. This writing says very little or leaves the reader to guess at the writer's intentions. Such writing frustrates the reader.

Major Assignment: Literature Composition -- Scoring Guide (continued)

Organization (Curriculum Concepts 2, 3, 4, 5)

When marking Organization the marker should consider how effectively the writing demonstrates
- a focused and ordered discussion
- establishment and maintenance of a controlling idea
- a developed and concluded discussion of ideas

5 EXCELLENT: The introduction is successfully constructed to provide direction for the reader and/or to provoke further reading. A personal focus is established. The controlling idea is successfully sustained and developed in a clear and coherent manner. The conclusion is related thoughtfully to the controlling idea.

4 PROFICIENT: The introduction is constructed to provide direction for the reader. The controlling idea is focused and is generally sustained. The development of the controlling idea is clear and generally coherent. The conclusion is related appropriately to the controlling idea.

3 SATISFACTORY: The introduction is constructed to provide a general direction for the reader. The controlling idea provides a focus at the beginning that is mechanically maintained. The development of the controlling idea is clear, but coherence occasionally falters. The conclusion is functionally related to the main idea.

2 LIMITED: The introduction, if present, is perfunctory, ie. related in a minimal or limited way to the rest of the essay. A focused controlling idea is lacking OR is not maintained in the development of the composition. The ideas are not clearly developed. The conclusion, if present, is not functional.

1 POOR: The introduction, if present, is not functional, ie. does not control or relate to the rest of the essay. A controlling idea is lacking. The topic is not developed or is developed incoherently. The conclusion, if present, is obscure.

Major Assignment -- Scoring Guide (continued)

Matters of Choice (Curriculum Concept 3)

When marking Matters of Choice the marker should consider the extent to which the writing exhibits effective control of

- tone, including the total impression of stylistic control
- diction, including any connotative language, imagery, and/or idiomatic expressions
- syntax, including such choices as parallelism, balance, inversion, and sentence length and variety

5 EXCELLENT: Choices appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is effective and sometimes polished. Diction is effective and specific. Syntax is controlled and varied. The writing is precise and fluent.

4 PROFICIENT: Choices frequently appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally effective. Diction is appropriate. Syntax is controlled. The writing is clear and generally fluent.

3 SATISFACTORY: Choices occasionally appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally clear. Diction is adequate but may be lacking in specificity. Syntax is generally straightforward but may be occasionally awkward. The writing is clear.

2 LIMITED: Choices seldom appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently ineffective. Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing is often vague, redundant, and/or confusing.

1 POOR: Choices do not appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently inaccurate and ineffective. Diction is frequently inaccurate and/or over-generalized. Syntax is confused and uncontrolled. The writing is frequently unclear and not fluent.

Major Assignment -- Scoring Guide (continued)

Matters of Convention (Curriculum Concept 3)

When marking Matters of Convention the marker should consider the correctness of
- mechanics (spelling, punctuation, capitalization, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to complexity and length of response should also be considered.

5 EXCELLENT: This writing is essentially free from errors in spelling, punctuation, and grammar. The relative absence of error is impressive under the circumstances.

4 PROFICIENT: This writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

3 SATISFACTORY: This writing has occasional errors in spelling, punctuation, and grammar. These errors may reduce clarity but seldom impede communication.

2 LIMITED: This writing has frequent errors in spelling, punctuation, and grammar. These errors often impede communication.

1 POOR: This writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede communication.